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WIL LOU GRAY Opportunity School

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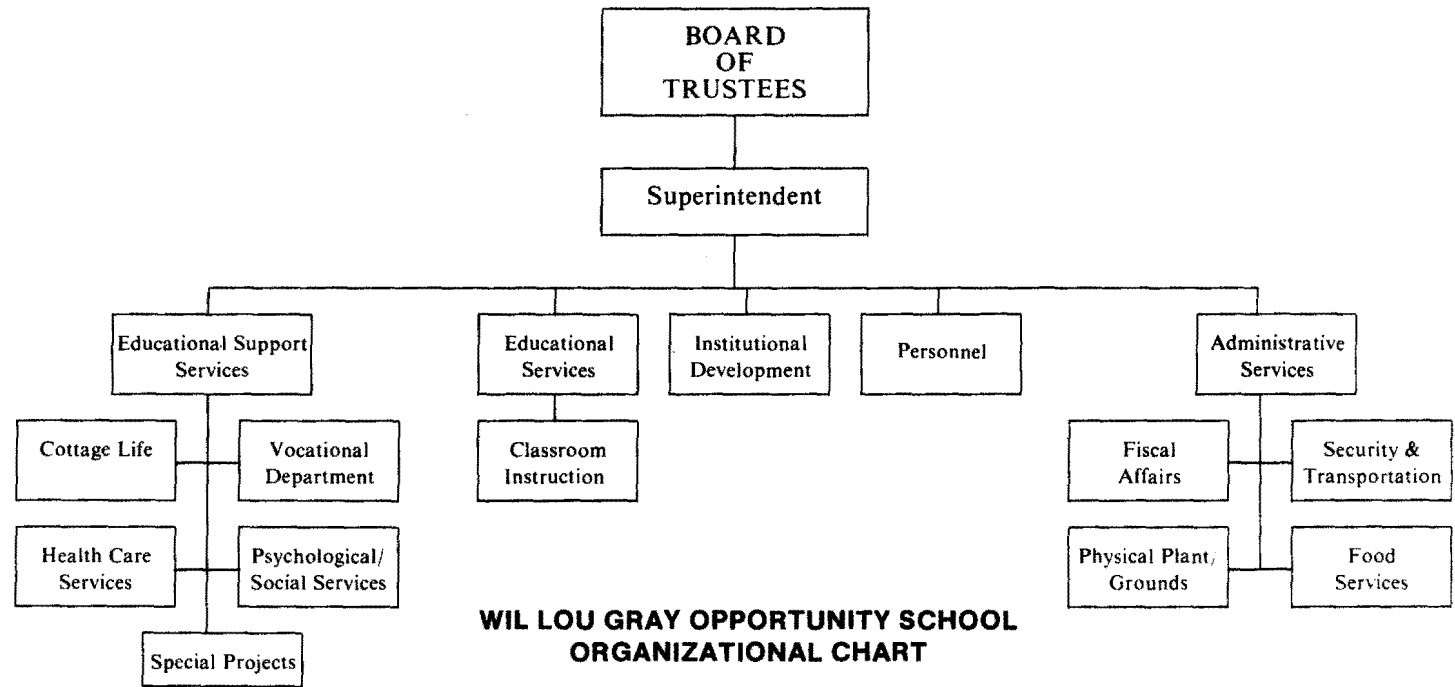
ANNUAL REPORT 1983 - 1984

WIL LOU GRAY
Opportunity School

ANNUAL REPORT
1983 - 1984

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**WIL LOU GRAY OPPORTUNITY SCHOOL
ORGANIZATIONAL CHART**

**WIL LOU GRAY OPPORTUNITY SCHOOL
BOARD OF TRUSTEES**

The Honorable Richard W. Riley, Governor Ex-officio

The Honorable Charlie G. Williams, State Superintendent
of Education, Ex-officio

Dr. Marvin Efron (Chairman)	..... W. Cola.	..... July 2, 1988
Mr. DeVon Belcher	..... Easley	..... July 2, 1988
Mr. Walter Dahlgren	..... Anderson	..... July 2, 1987
Mrs. Wilhelmina McBride	..... Columbia	..... July 2, 1988
Mrs. Hannah Meadors	..... Columbia	..... July 2, 1985
Mr. Vince Rhodes	..... W. Cola.	..... July 2, 1987
Mr. Clarence Rowland	..... Camden	..... July 2, 1985
Dr. Louise T. Scott	..... Florence	..... July 2, 1987
Ms. Linda Spivey	..... Columbia	..... July 2, 1988
Mrs. Elizabeth Thrailkill	..... Ft. Lawn	..... July 2, 1985
Mrs. Patricia Watt	..... Lexington	..... July 2, 1985
Mrs. Jack Wilson	..... Williamston	..... July 2, 1988

ADMINISTRATIVE STAFF

Sam F. Drew, Jr.	..... Superintendent
Jonnie Spaulding	..... Director of Student Support Services
Thelma Bailey	..... Principal
Pat G. Smith	..... Director of Facilities and Supportive Services
John W. King	..... Fiscal Affairs
Gloria Lloyd	..... Director of Personnel

INTRODUCTION

For more than 60 years the Opportunity School has served the people of South Carolina. From its Founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the school has educated and provided vocational life skills training to some 27,000 citizens of our state. Throughout that time the school has adapted its mission to meet the critical needs of the day. Its efforts in the beginning were focused on the large population of farm women who missed their chance for an education when they were needed to work the farms. Later it served veterans of the Second World War and the Korean War. In the sixties and seventies the school met the needs of many physically handicapped people. All of these efforts, though focused on different populations, had a common theme and mission — providing educational services for those who were not served fully, at the time, by the public school system. Throughout this time the school operated with scant fiscal resources. After becoming a state agency in 1957, the school received annual appropriations from the state, however, those appropriations averaged only 60% of the annual operating budget. Today the State underwrites a larger share of the annual operating cost of the school. However, the school still depends on institutional revenue to make up the difference.

South Carolina now stands on the threshold of sweeping change in its educational system. This change promises a brighter future for today's young South Carolinians. The Public Schools are being called upon to provide an even broader range of services than they have been required to provide through the state and federal mandates of the past several years. Many students, especially those with behavioral impairments, severe academic deficiencies, non-supportive home environments and other factors which place young people at risk of not succeeding in the traditional school setting, will find it increasingly difficult to succeed in the face of stiffened academic requirements. Presently, our public school system is doing a good job of keeping these young people in school. The increase in remedial programs certainly will provide additional help for those with academic deficiencies. Even so, some students will "fall through the cracks", especially those with home environments which contribute to their lack of success. These are students who often respond positively to a residential school environment and are the students best served by the Opportunity School. Thus, the current focus of the school, that of meeting the needs of young people *at risk* of dropping out of school,

getting in trouble with the law, and, in general, failing to make the transition between school and the workplace, is no less relevant than past missions.

The population of "at risk" students in our public school system exhibit many behavioral problems. Indeed, it could be said that behavioral impairment could be a casual factor or an end result of a student not performing well in the regular public education system. These students present a major challenge for our schools, even with the additional resources brought about by the Education Improvement Act. Many are more appropriately served in a residential school.

A recent task force formed by the Governor to make recommendations to address the problems of behaviorally impaired students called for other agencies to take immediate action, where possible, to realign resources to help serve these students. While the Opportunity School presently is serving this population, some additional resources will be needed for us to be more successful.

To date the agency has exhausted all avenues for maximizing existing resources. Through internal savings, realignments and other methods, we have generated funds to meet some of our needs. Differentiated staffing of our instructional staff has provided more counseling time and recreational supervision for students. Additionally, the teaching year has been extended to ten months to provide more instructional opportunities for the students. We now are at a point when additional fiscal resources are needed to provide adequate services.

One major problem encountered by the Opportunity School in its attempt to provide services for these youth is the lack of adequate staff in dormitories. Presently we employ ten youth counselors to supervise up to 250 students 7 days a weeks, 24 hours a day. Simple mathematics reveal that this number is not sufficient. As we noted previously, students we served in the past seldom exhibited behavioral problems. Essentially they were people who wanted to complete their education and viewed the Opportunity School as a second chance to do that. Present staffing patterns were adequate for those students. Today's "at risk" student requires a different staffing pattern. Additional youth counselors are needed to provide minimum supervision and to assure that we avoid the liability problems associated with inadequate supervision.

The Wil Lou Gray Opportunity School faces many other problems in

attempting to adequately meet the present and pressing needs of its clients. As we have done historically, Wil Lou Gray Opportunity School will strive to meet these needs and will continue to make the most effective and efficient use of the resources available to us.

AGENCY MISSION STATEMENT

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina at least 15 years of age who are most at risk of:

1. Being retained in their grade in school,
 2. Dropping out and not completing their education,
 3. Not making the transition from public schools to the work force, and/or,
 4. Violating the law,
- and whose home-school-community environment impedes rather than enhances the chance that they will stay in school and become prepared for employment.

The school provides services to these youth, in a structured residential environment, which prepare and assist them to achieve independence as soon as possible.

In seeking to fulfill its mission, realizing the multiple service needs of these youth, the school provides the following kinds of services:

1. Compensatory Education
2. Intensive Vocational Training
3. Pre-employment Training
4. Job Placement
5. Counseling
6. Medical/ Health

The school will work with the other systems and agencies to provide resources and facilities which compliment its own facilities and resources, thus avoiding duplication of services.

HISTORY

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "Lay-by-time" so that farm women and girls could attend, opened August 2, 1921, at Tammassee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of 1 paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school, and 19 men attended night classes.

The experiment school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from 14 to 51 and representing 13 counties, attended the 1922 school. There was no school for men.

Erschine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girl's sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931, the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults", directed by W. D. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University. This study, with use of standardized tests, indicated that adults learn three to nine times faster

than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in the early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on the basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who, for a variety of reasons, were unable to complete their formal schooling.

These one-month terms of the Opportunity School, held over a period of twenty-five years, had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G. I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit-claim deed through the War Assets Administration for the joint use of the Opportunity School and the Trade School on a ten-year probationary basis. The school's first session in this permanent home opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the

property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School Campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

In 1974 the Legislature renamed the school the Wil Lou Gray Opportunity School to honor its founder.

Modern facilities have replaced temporary Air Base buildings which served over 20 years. Revising and expanding its programs to meet changing needs, in a homelike atmosphere, the Opportunity School continues its mission of providing educational opportunities to those who for a variety of reasons are not successful in traditional programs. Today, the school's services are greatly expanded to include remedial education, vocational education, job counseling and psychological counseling. Resources provided by the school are targeted toward the needs of young people at risk of dropping out of school and/or failing to make the transition between school and the workplace.

During the 60 years of service to people, the school has enrolled 27,861 students. Of this number 1,303 have graduated by passing the high school equivalency test, 53 have earned a standard high school diploma and one has earned a recently instituted special education certificate. Many more have been provided job skills training and placed in productive work. The school was accredited by the State Department of Education in 1975 and since that time has been given the privilege of awarding standard high school diplomas to any student who earns 18 or more Carnegie Units.

LEGAL STATUS

The school is an agency of state government chartered for the purpose of providing out-of-school youth and adults academic and vocational training. It is managed by a Board of Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association and each serves a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the board.

CENTRAL ADMINISTRATION

The organizational chart (figure 1) on page 1 presents the organizational structure of WLGOs. The superintendent Sam F. Drew, Jr., is the immediate executive head of WLGOs. He is responsible for the day-today operations of the school and administers under the authority of a 14 member Board of Trustees.

The central administration includes, in addition to the superintendent, two directors, the school principal, personnel department and three clerical staff. The professional staff are as follows:

Mr. Pat G. Smith, Director of Facilities and Administrative Support Services

Dr. Jonnie Spaulding, Director of Student Support Services

Mrs. Thelma Bailey, Principal

Ms. Gloria Lloyd, Personnel Director

The central administrative personnel have overall responsibility for long and short-range planning and for accomplishing the major goals and objectives of WLGOs.

EDUCATION DIVISION

PURPOSE

The Education Division seeks to provide students attending the Opportunity School with the highest level of academic skills those students can master. The Division assesses the academic needs of each student and provides an individualized instructional program to meet those needs.

ORGANIZATION AND OPERATION

The Education Division is housed in a modern classroom building of approximately 35,000 square feet. The Division consists of a principal, a secretary, a librarian and 17 classroom and special education teachers. All instructional personnel are fully certified through the South Carolina Department of Education.

The Division operates a fully accredited high school offering a Carnegie Unit High School Diploma. It also offers a GED preparation program and remedial reading and math courses. Four specific educational resource teachers operate resource labs designed to supplement instruction received by special education students in the regular classroom.

ACCOMPLISHMENTS

—Self assessment of instructional program was completed using the services of the South Carolina Advisory Council Assistance Project. This assessment entailed the use of two written survey instruments and structured interviews of all staff.

—A comprehensive school improvement plan was written which detailed efforts to be made in 1984-85 to improve instructional program.

—Individualized curriculums written in all subject areas.

—A total of 48 students graduated

—A total of 10 students went on to attend some institution of higher learning.

—Three students received scholarships from the Cayce-West Columbia Optimist Club to attend institutions of higher education.

—Average achievement for all students tested during the 1983-84 school year was eight months progress for five months attendance.

OTHER HIGHLIGHTS OF 1983-84

—Nine teachers and four administrators earned three graduate credits by taking a course in American sign language by our hearing impaired instructor

—The Student Council sponsored several projects: A Halloween Carnival, Valentine Dance, Spirit Day, Talent Show, and cookouts. Advisors and representatives attended the State and District South Carolina Association of Student Council Conferences. The State Executive Secretary participated in the spirit Day Rally for the student body.

—Representatives from the Academic and Student Services Departments met at Hickory Knob State Park in May 1984 with consultants from the University of South Carolina. The agenda included discussion of data from the School Improvement Plan, communication dealing with the organizational structure of the school, and finalization of an agency mission statement.

—The Art Department organized and participated in special events during the 1983-84 school year: Columbia College Parade — WLGOS won "Most Original" float in the parade; Mayfest — a spring arts festival held in downtown Columbia — students made and sold handmade items.

—During the school year various teachers and staff attended the following seminars and workshops:

Basic Skills Awareness Conference

South Carolina Science Convention

Student Council Advisors Workshop

South Carolina Vocational Education Teachers Workshop

Gregg McGraw—Hill Conference for Vocational Teachers

Children of Alcoholic Parents conference

Helping Families to Cope Conference

Wil Lou Gray Reading Council

International Reading Association

Open House was held on November 16, 1983 from 10:00 a.m. until 4:00 p.m. in observance of American Education Week. The parents and community were invited to visit the school to observe our academic and Vocational programs in operation. The nursing technician class set up blood pressure screening for all visitors and staff members. Refreshments were served in the Maguerite Tolbert

Library. Students art and items made in Building Construction Class were on display.

—Miss Opportunity School Pageant held on May 10, 1984, at 7:30 p.m. was a gala affair. Twenty-four lovely girls and their escorts participated. The top three winners received gift certificates, trophies, and flowers. All participants' pictures were sent to their hometown newspapers.

—Our annual Athletic Banquet held on May 17, 1984, was highlighted by the guest speaker Mr. Alex English, member of the Denver Nuggets Professional Basketball Team. Special awards were given to each Physical Education student. Trophies were awarded for sportsmanship, achievement, and most valuable player in all sports.

—A handbook outlining requirements for certificate/diploma programs was established for students attending the Wil Lou Gray Opportunity School who request to receive credit for required courses needed for graduation. Students are eligible to receive a certificate or a diploma. Criteria were established for students earning a certificate or resource unit.

—On Awards Day, May 30, 1984, there were 53 students recognized and awarded certificates in areas of academic achievement. These students maintained an average of 90 or above academically and excellent in citizenship.

—Field trips were made to Discovery Place Science Museum in Charlotte, North Carolina; Riverbanks Zoo; and the South Carolina State Fair. These trips reinforced classroom learning.

ENROLLMENT

Total Students Served During 1983-84

	MALE	FEMALE
Black	134	60
White	<u>173</u>	<u>107</u>
	307	167

Age Range of Students

15 yrs. — 24	16 yrs. — 124	17 yrs. — 116	18 yrs. — 80
19 yrs. — 43	20 yrs. — 27	21 yrs. — 60	

Enrollment by Counties:

14	Aiken	4	Greenwood
1	Allendale	1	Hampton
17	Anderson	3	Horry
5	Bamberg	1	Jasper
3	Barnwell	11	Kershaw
10	Beaufort	1	Lancaster
11	Berkeley	4	Laurens
2	Calhoun	2	Lee
50	Charleston	92	Lexington
1	Cherokee	2	Marion
2	Chester	2	McCormick
1	Chesterfield	2	Newberry
6	Clarendon	5	Oconee
9	Colleton	17	Orangeburg
3	Darlington	4	Pickens
4	Dillon	106	Richland
14	Dorchester	1	Saluda
3	Edgefield	12	Spartanburg
2	Fairfield	6	Sumter
1	Florence	1	Union
23	Georgetown	3	York
5	Greenville	2	Out of State

Total Students Served for 1983 - 84 474

GRADUATES

Certificate	Carnegie Units	General Education Development Test GED	Total
1	10	37	48

Number Attending Higher Education

MALE—3

FEMALE—7

The Opportunity School is proud of its record of success with students. These students were not succeeding in the regular school system. Many had already dropped out of school. Approximately 60% had behavior problems that impeded their progress. Through our work and their determination these young people are now on their way to becoming productive citizens.

EDUCATIONAL SUPPORT SERVICES

PURPOSE:

The purpose of the division of Educational Support Services is to provide those services which support and supplement the academic offerings of the school. They include the vocational component of instruction and those aspects of individual development designed to enhance the personal lives of students, equip them to function in a mature manner and to achieve independence as soon as possible.

ORGANIZATION AND OPERATION:

VOCATIONAL EDUCATION

Office Occupations Education - Provides entry level skills for students desiring to work in office and business related occupations. Practical experience is included (one teacher)

Marketing and Distributive Education - Provides introduction to the field and associated entry level skills. Practical experience is included. (one teacher)

Consumer and Homemaking - Provides practical experience and information related to consumer education, foods, clothing, personal and family relationships, independent living, housing & home furnishing, and child care. (one teacher)

Food Service - Provides entry level skills for students desiring to work in food service. Extensive practical experience is provided through the school cafeteria and through a six-week assignment for related work in an off-campus station. (one teacher)

Nursing Technician Training - Provides entry level skills for students desiring to work in positions related to nursing care. Extensive practical experience is provided through a six week assignment in local off-campus nursing facilities. (one teacher)

Auto Mechanics - Provides entry level skills for students desiring to work in jobs related to the field. Practical, on-hands experience is provided throughout the year. (one teacher)

Building Construction - Provides entry level skills for students desiring to work in jobs related to carpentry and building trades. Practical experience is provided through a variety of building projects throughout the campus. (one teacher)

PSYCHOLOGICAL/SOCIAL SERVICES

Counseling - Thirty-two group sessions on alcohol/drug abuse and self awareness information were held. Twelve students received certificates for completing 12 sessions. Three pregnant girls and 1 father attended Pregnancy/Child Care sessions with speakers on Planned Parenthood, Child Abuse, Children's Bureau and DSS. One hundred fifty to 180 individual students received individual counseling services.

Testing - All students entering the school were given academic achievement tests for placement. Those students whose needs, behavior and history indicated need for psychological testing were given such. Other tests were given as needs indicated.

Special

Education - Coordinated program involving six special education teachers. Worked with audit team from S.C. Dept. of Education, updating all forms and rewriting the Policy Requirements, all in compliance with P.L. 94-142. Evaluated students and arranged necessary speech and hearing screening.

Chapter I - Administered the Chapter I, Federal Program. Identified 155 students, eligible for count under this program according to specifications set out in P.L. 94-142, and wrote grant application which was approved.

Special

Programs - A Career Fair, representing Criminal Justice, Banking, Machine Shop, Industrial Maintenance Mechanics, Diesel Auto Mechanics, Industrial Electricity, Machine Tool, Welding, Cosmetology and Barbering, Navy, Army, Food Service, Sales and Marketing, and Dental Assisting. Also represented were Midlands Technical College, USC, Benedict College, Job Corps and Columbia Urban League. The State Dept. of Education provided sessions for a select group on choosing appropriate careers. Printouts on the computer terminal were provided by representatives from South Carolina Occupational Information System.

HEALTH/MEDICAL SERVICES

Immunization - Responsible for obtaining and maintaining immunization records on all students in compliance with existing regulations.

Health Maintenance - Students receive services of School Nurse under standing orders of a licensed physician and with parental permits. Referrals are made to area physicians and hospitals.

Preventive Programs - Programs on a variety of subjects are coordinated by the School Nurse, many of which bring in other outside health agencies.

One School Nurse provides these services, working under the standing orders of a licensed physician. DHEC also serves in an advisory capacity.

STUDENT AFFAIRS

Recreation - Sports include softball, basketball, football, and volleyball for both males and females and including intramural and extramural activities. Leisure programs engage students in a wide variety of other activities such as tennis, golf, board games, camping, karate, arts and crafts. Dances, talent shows and other such activities are arranged. A large number of students participate in two Explorer Posts with scheduled activities throughout the year.

Dormitory/ Campus Life - A variety of activities are offered in which students participate in social and personal adjustment. Special needs of students are addressed in programs related to alcohol/drug abuse, aggressive behavior, and other concerns. Many of these activities are coordinated with Psychological/ Social Services.

Staff for this development include one Dean of students and ten Dormitory/ Youth Counselors, all of whom work cooperatively with all other departments of the school.

SPECIAL PROJECTS

Artists in Residence - Through a special program sponsored by the South Carolina Arts Commission, a school may be awarded matching funds to be used to provide both performances and instruction by approved artists.

Volunteers - Though still in the process of becoming established, the program is designed to provide volunteers from the local area who will give of their particular expertise in providing for special needs of students.

Practicum Placements - Universities and colleges in the state often need placements for practical experiences for their students. Of particular benefit to the school are those related to social work, guidance/counseling and recreation.

ACCOMPLISHMENTS:

Vocational Education

Area	No. Enrolled	No. Rec. Certificates	No. Getting Jobs
Office Occ. Ed.	52	6 (12 passed GED 2 rec'd units and graduated)	7
Marketing & D. E.	65	8	2

Area	No. Enrolled	No. Rec'd. Certificates	No. Getting Jobs
Consumer/ Homemaking	104	N/ A	N/ A
Food Service	25	13	8
Nursing Tech.	22	18	10
Auto Mechanics	40	12	6
Building Constr.	53	18	1

PSYCHOLOGICAL/SOCIAL SERVICES

Special

Programs - Special program on drug/alcohol abuse, aggressive behavior and pregnancy/child care (referred to in section on counseling) were planned and implemented.

Committees - (Both in and outside agency) Children's Coordinating Cabinet sub-committees (Private Placement Comm., Child Abuse and Neglect Severely Emotionally Disturbed, Children's Case Resolution Comm., and others) Wil Lou Gray Opportunity School Committees (School Mission, Effective Schools, Discipline In-House Planning, etc.)

HEALTH/MEDICAL SERVICES

Immunization - Records were obtained and maintained on all students enrolled in the school in compliance with existing regulations.

Health

Maintenance - Students were served according to their needs. When considered appropriate they were referred to doctors and hospitals in the area.

Preventive

Programs - Such programs were initiated by the School Nurse on some occasions and by others in the department on some occasions. They dealt with such topics as Sex Education, Alcohol/Drug Abuse, etc.

Note: The School Nurse resigned during mid-year and it was necessary to employ temporary personnel to complete the year. All personnel employed were properly licensed and certified. Continuity of the program was not maintained, however, in the manner desired or planned.

STUDENT AFFAIRS

Recreation - Sports - Organized softball, basketball, football, and volleyball leagues were formed for both males and females. The Third Annual Christmas Basketball Tournament was held on campus with teams from the Columbia area participating. **Leisure Programs** - students were engaged in a wide variety of recreational activities such as shuffleboard, billiards, golf, table tennis, tennis, camping, Karate, arts and crafts, modeling, sewing, etc. Disco dances, talent shows, open dorm parties and similar programs were scheduled each month. **Explorers** - one half of the student body was registered with Posts 590 and 591 of the school's Explorer Post. **Community Service Projects** included American Red Cross Blood Drives, a Christmas Senior Citizen Program, Campus Clean-Up Programs, etc. The group served on a regular basis as ushers and as a First Aid Unit for the University of S.C. games.

Dormitory/

Campus Life - Activities provided during out of class hours and during weekends are the responsibility of this department. A great variety of activities were offered for students to participate in social and personal adjustment. Activities to combat drug and alcohol abuse among the school population were emphasized.

Dormitory/

Campus Life - Other topics addressed were sex education, and aggressive behavior. Many of these were carried out in cooperation with Health/Medical Services and Psychological/Social Services.
(continued)

To encourage and recognize excellence, a Positive Reinforcement Program was implemented during the year. Dorms with high percentages of students attending classes and meetings, passing room inspections, participating in group activities and *not* being involved in disciplinary problems were rewarded for their accomplishments. Their awards consisted of new dorm furniture, special dinners and plaques.

Special

Projects - Artists in residence program - although efforts in this direction were started rather late in the school year, preventing the receipt of a grant providing matching funds, the school worked with the South Carolina Arts Commission in implementing a program which provides one performance by the well known mime, Eddie Williams, and two one-week residencies. The resident artists conducted classes in Basket Making (Mrs. Suzanne Abrams) and Indian Pottery (Mrs. Sarah Ayers.) All of the artists were well received by the students.

Volunteers - Volunteers during the year included various individuals who assisted in recreational programs, groups who provided music for dances and for chapel programs, a minister who held Bible study classes, other agencies who served as speakers or consultants on topics related to student needs, the Optimists Club which honored outstanding students in a variety of ways, various businesses and corporations which contributed monetarily or materially to the school, judges for the Miss Opportunity School Pageant, parents and community residents who served on the Advisory Council, the Board of Trustees who have given of their time and expertise, and many employees who have given of their own time to make for a better program for students.

STUDENT AFFAIRS

Practicum

Placements - Two USC graduate students completed their practicum requirements for Guidance/Counseling under the supervision of the School Guidance Counselor. Contacts were made and plans developed for additional placement of practicum students in Social Work and in Recreation, as well as Guidance/Counseling which we expect will materialize in the coming years.

Workshops,

In-Service Programs and Classes for professional improvement attended by members of the department included:

1. Workshop "Families of Alcoholics" attended by several members.
2. Dept. of Educ. sponsored workshop on Computer Training - one member.
3. "Hearing Officers Training" one member
4. "Helping Families Cope" workshop attended by two members
5. "Crisis Prevention" workshop - one member
6. Beginning Sign Language, class for three hours renewal credit taken by four members of this department.
7. Introduction to Computers, USC class for three hours credit taken by two members of this department and one member of the Academic Department.
8. CPR Renewal class taken by one member
9. "Multi Media First Aid" taken by several members of the department and offered to students as well.
10. One vocational teacher completed work on the Masters Degree during the summer, having taken courses during both sessions of 1983-84.
11. Several members of the department are taking college courses to earn advanced degrees.
12. Renewal of endorsements as an APT (Assessment of Performance in Teaching) Field Coordinator for 1983-84 was accomplished by one member of the department.

FACILITIES AND SUPPORT SERVICES

The purpose of the Division of Facilities and Support Services is to provide support services to all phases of the total school program as necessary. The Division consists of the following departments: Food Service, Maintenance, and Fiscal Affairs.

PURPOSE:

Food Service

To establish a nutritious and well-balanced food service program which will provide variety and encourage participation.

Plant Maintenance

A progressive preventative maintenance program designed to maintain all equipment, buildings and grounds at optimum efficiency.

Fiscal Affairs

To administer the receipt and expenditure of all agency funds in accordance with generally accepted accounting principles with as few irregularities as possible.

ORGANIZATION AND OPERATION:

Food Service

The food service was provided by a staff of six people under the direction of a food service supervisor. The food service personnel includes the following staff: one food service supervisor, four cooks and one food service aid. The staff of six food service personnel provided more than 92,000 meals including special meals and banquets to the student body, staff and visitors. An emphasis was placed on creating a warm and cordial atmosphere for the students.

Plant Maintenance

The maintenance service for 174,000 square feet of building space was provided by a staff of seven people under the direction of a maintenance supervisor. The staff includes the following personnel: one maintenance supervisor, one carpenter, one painter, one mechanic, three trades helpers and two janitors.

Fiscal Affairs

The fiscal affairs division encompasses all facets of the business office

functions. They are: accounting, payables, receivables, payroll, student accounts and endowment fund. The internal re-organization moved the Business Office to the responsibility of Support Services.

ACCOMPLISHMENTS

Food Service

The food service was called upon frequently this year to lend support for the accomplishment of many special functions. The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations. An effort was made to interrelate the food service program with the home economics department so that a wide range of ideas could be considered and implemented where feasible, thus providing a nutritious meal as well as one that would be appealing to the students.

During the year, the renovation of our dish room was completed. One position was eliminated to reduce operational costs.

Plant Maintenance

The staff maintained cleanliness and upkeep on twelve service buildings and eleven residences. The maintenance and upkeep was provided by the plant maintenance division. During the year, pursuant to DHEC regulations, an inspection was conducted to determine if our buildings contained the presence of friable asbestos. Laboratory samplings confirmed that approximately 77,000 square feet of ceiling space was affected by the presence of friable asbestos material. Funding was secured through the General Assembly for this project.

A five year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. This plan will hopefully enable the Opportunity School to obtain the funding necessary to address agency permanent improvement needs. A Plan on Technology was submitted to Information on Resource Management projecting the needs of the agency for technological services for the coming fiscal year. Begin replacing agency fleet with new vehicles with the procurement of a new van. Transportation and security was reassigned to plant maintenance under internal reorganization. One position was eliminated to reduce operational cost.

Fiscal Affairs

The fiscal affairs division began moving toward computer financial functions with the procurement of an IBM PC with various software applications. Conversion from basically a manual accounting system to a computerized system should be completed in the coming year. One position was eliminated to reduce operational costs.

APPENDIX

**FINANCIAL STATEMENT
FISCAL YEAR 1983-84**

GENERAL STATE APPROPRIATION

Initial Appropriation	1,444,583
Personal Svc. & Empl. Contrib. Drawdown	60,598
Lapsed to General Fund	<u>(1,910)</u>
Total State Appropriation	<u>1,503,271</u>

DISBURSEMENTS

Administration	
Personal Service	139,002
Contractual Service	3,100
Supplies	1,000
Fixed Charge	325
Travel	500
Equipment	<u>4,842</u>
Total Administration	<u>148,769</u>
Regular Education	
Personal Service	429,515
Contractual Service	150
Supplies	4,500
Travel	809
Equipment	<u>6,501</u>
Total Regular Education	<u>441,475</u>
Vocational Education	
Personal Service	73,187
Contractual Service	55,942
Supplies	<u>4,875</u>
Total Vocational Education	<u>134,004</u>
Student Services	
Personal Service	<u>136,729</u>
Total Student Services	<u>136,729</u>

Support Services	
Personal Services	226,340
Contractual Services	183,704
Supplies	18,585
Fixed Charges	3,500
Equipment	<u>21,577</u>
Total Support Services	<u>453,706</u>
Employer Contributions	
Employee Benefits	<u>188,588</u>
Total Employee Contributions	188,588
Total Disbursements	<u><u>1,503,271</u></u>

EARMARKED (INSTITUTIONAL) FUNDS

Regular Student Fees	241,104
Workscholarship Drawdown	26,296
Other Revenues	21,450
Prior Years' Gen. Fund Remittance	<u>(1,665)</u>
Total Earmarked Funds	<u><u>287,185</u></u>

DISBURSEMENTS

Administrative	
Personal Service	6,005
Contractual Services	4,742
Supplies	5,972
Fixed Charges	4,500
Travel	3,786
Equipment	<u>3,632</u>
Total Administration	<u>28,637</u>
Regular Education	
Personal Service	939
Contractual Service	2,435
Supplies	10,577
Fixed Charges	1,185
Travel	55
Equipment	<u>3,885</u>
Total Regular Education	<u><u>19,076</u></u>

Student Services	
Personal Service	836
Contractual Service	9,300
Supplies	5,369
Travel	129
Equipment	850
Work Scholarships	<u>11,666</u>
Total Student Services	<u>28,150</u>
Support Services	
Contractual Services	40,201
Supplies	116,537
Fixed Charges	<u>13,233</u>
Total Student Services	<u>28,150</u>
Support Services	
Contractual Services	40,201
Supplies	116,537
Fixed Charges	<u>13,233</u>
Total Support Services	<u>169,971</u>
Employer Contributions	
Employee Benefits	<u>1,465</u>
Total Employee Contributions	<u>1,465</u>
Total Disbursements	<u><u>247,299</u></u>
FEDERAL FUNDS	
Chapter I (Title I)	67,634
Vocational Education	51,727
Chapter II (Title IV)	1,551
USDA	<u>41,614</u>
Total Federal Funds	<u><u>162,526</u></u>
DISBURSEMENTS	
Chapter I (Title I)	
Personal Service	<u>47,579</u>
Total Chapter I (Title I)	<u><u>47,579</u></u>

Vocational Education	
Personal Service	18,650
Supplies	3,386
Equipment	<u>20,822</u>
Total Vocational Education	<u>42,858</u>
CHAPTER II (Title IV)	
Supplies	552
Equipment	<u>999</u>
Total Chapter II	<u>1,551</u>
USDA	
Supplies	<u>41,614</u>
TOTAL USDA	<u>41,614</u>
EMPLOYER CONTRIBUTIONS	
Employee Benefits	<u>11,957</u>
TOTAL EMPLOYER CONTRIBUTIONS	<u>11,957</u>
INDIRECT COST	
Indirect Cost Remittances	<u>16,967</u>
TOTAL INDIRECT COST	<u>16,967</u>
TOTAL DISBURSEMENTS	<u><u>162,526</u></u>